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ABSTRACT

The Iowa vision of early childhood described in this document was developed in 1990 with input and feedback from many Iowa Department of Education staff, and from individuals and groups outside the department. The goal of the Iowa vision is to insure that early childhood opportunities are available to all children in Iowa. The vision's rationale is that prevention is a better investment than remediation for the future of all state citizens. It is maintained that a coordinated delivery system should involve the participation of parents, the community, school districts, and government agencies. Key components for a comprehensive delivery system involve: (1) local community resources; (2) regional resources, including Area Education Agency consultants and referral agencies; and (3) state resources, including early childhood advisory committees and task forces, grants, and technical assistance networks. It is asserted that developmentally appropriate instructional materials should be made available to all children and their families. Twenty-four recommendations for enhancing early childhood education through 1995 are listed. Some of the recommendations have already been legislated. An early childhood education funding plan is described year by year through 1995. Finally, a history of early childhood education in Iowa covers the period from 1970 to the present. (BC)

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Iowa Vision for Early Childhood

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PREFACE

This Iowa vision of early childhood was developed in 1990 with input and feedback from many Department of Education staff and from individuals and groups outside of the Department. Information provided by the Iowa Local Early Childhood Advisory Committee Reports, the 1987 Prekindergarten/Kindergarten Task Force Report, and Child Development Coordinating Council recommendations was instrumental in the development.

The process began internally with early childhood staff writing drafts. Department of Education staff representing three divisions and many bureaus reacted internally to multiple drafts. Individuals and groups from the field were then asked to react to the Iowa Five-Year Early Childhood Vision, using a one-page reaction sheet with four categories: overall reaction, proposal strengths, proposal specific concerns, and proposal suggestions. On November 7, the plan was distributed in the Superintendent's Mailbag with reactions due on November 26; the Iowa State Education Association, the School Administrators' of Iowa, and the Iowa School Board Association received this plan through the Mailbag. Other groups asked to respond were the Early Intervention Council, AEA early childhood consultants, Iowa Early Childhood Task Force, Early Childhood Special Education Directors, Early Childhood Special Education Consultants, Iowa Association for the Education of Young Children, and the State Day Care Advisory Committee. Elementary principals, the at-risk grant programs, the Head Start Directors' Association, and a selected group of legislators received a direct mailing. Approximately 2,000 copies of the Plan were distributed. There were 112 responses received; many of these responses were from groups, rather than individuals.

Although no identification of the individual or group responding was requested, more than one-half of the reactions were signed. Group responses were received from local districts, early childhood advisory committees, AEAs, joint meetings of AEA and local districts, parochial schools, preschools, community action agencies, and the State Day Care Advisory Committee. Individual responses were received from superintendents, principals, teachers, child caregivers, extension home economists, curriculum director/coordinators, early childhood coordinators, and legislators. This vision was adopted by the State Board of Education on January 10, 1991, with the understanding that it will be updated and incorporated into the State Board five-year plan for the state educational system in November 1991.

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IOWA VISION FOR EARLY CHILDHOOD

I. EARLY CHILDHOOD VISION FOR YEAR 2000

A. Iowa Vision for Early Childhood (Birth - Age 8 years)

It is the goal of the Department of Education to ensure that early childhood educational opportunities are available to meet the needs of all children in Iowa through a coordinated early childhood education delivery system. This coordinated system should involve the participation of parents, various sectors of the community, school districts, and other government agencies and allow each school district to adopt the program which is best suited to the needs of the community, through utilization of public and private local, state, and federal resources. Developmentally appropriate instructional materials, curricula, programs, services, and assessment should be made available to assist all children and their families.

B. Rationale

Prevention, rather than remediation, is a better investment for the future well-being of all citizens in the state. High quality early childhood programs help at-risk children become capable and competent adults. The High/Scope Education Research Foundation reports that provision of high quality early childhood education resulted in fewer children classified as mentally retarded; more graduated from high school; more attended college or job training; more held jobs; more experienced satisfaction with work; fewer arrested for criminal acts, violence, and minor offenses; lowered birth rate; and fewer on public assistance. According to the National Governors' Association who identified six national goals in 1990, "state government is the key agent to lead efforts to provide more accessible, comprehensive, and continuous programs for children and families." The Iowa Business and Education Roundtable Task Force on World-Class Schools determined in 1990 that stimulating environments early in a child's life can prevent future problems.

1. Current Unmet Needs of Young Children and Families in Iowa

- Inadequate number of early childhood and early intervention programs, including child care
- Inequity of access to early childhood programs, including child care
- Rising number of women in workforce
- Limited state moneys to fund local grant requests
- Large number of young children unserved in at-risk and Head Start programs
- Inconsistency of staff training standards and opportunities across early childhood programs
- Lack of access to health care for children impacting development
- Inadequate resources and strategies for assisting children from at-risk families
- Rising number of children born with health-related problems, e.g., crack-addicted, alcohol fetal syndrome, HIV positive
- Inappropriate academic pressure on young children to learn
- Inappropriate use of standardized tests
- Retention of young children, tracking in groups, and extra-year programs

2. General Principles Impacting Iowa Vision for Young Children and Families

- Local options and incentives are preferable to state mandates.
- Community needs and resources vary.
- Iowa's educational system is built within a state framework that provides local options.
- A wide community cross section of representatives is needed to make local decisions.
- There is need for a variety of technical assistance and support at the local, regional, and state level.
- Collaboration, coordination, and communication need to be improved across and within agencies to maximize opportunities for young children and their families.
- Ongoing input from key constituencies at all levels is important.
- Public and private local, regional, state, and federal resources are needed.
- The needs of all young children and their families should be met.
- The positive long-term effects of quality early childhood programs has been well established.
- Well-trained staff is a key predictor of quality early childhood programs.
- Children need to be healthy to learn.
- Public needs to be involved in the collaboration, coordination, and communication efforts of agencies.
- Programs for young children need to be age appropriate and individually appropriate in order to develop lifelong dispositions to learn and foster wholistic growth and development.
- Testing should be used to improve instructional practices.

II. KEY COMPONENTS FOR A COMPREHENSIVE EARLY CHILDHOOD DELIVERY SYSTEM

There are three levels of support necessary to create a coordinated early childhood delivery system in Iowa--local community, regional, and state. The key components currently existing in Iowa need additions, expansions, and improvements to create a comprehensive early childhood delivery system. The following components are either currently available or are recommended in this five-year vision. These components are considered important in strengthening and supporting the delivery of services for young children and their families.

A. Local Community

1. Local Resources

One of Iowa's educational strengths has been the commitment of local communities to provide sound educational opportunities in response to the needs of students. Coordination of local resources is needed to maximize services to children and families. This coordination of local resources will help avoid duplication, lessen fragmentation, and assist in the identification of gaps in services.

2. School District Program Options

Each district must determine the needs of its children and families. Utilization of state resources and choices for program options are determined at the local level.

3. Local Early Childhood Advisory Committees

In 1989 Iowa public school districts formed committees with a wide cross section of members to aid in the formulation of policy decisions and future direction for early childhood education. These committees were designed to be a catalyst for the development of community partnerships. The continued involvement and direction of such committees is essential to create a coordinated early childhood education delivery system.

4. Community Partnerships

Each community should identify their local resources, and then develop partnerships linking education, maternal and child health services, human services, and other agencies and entities with private child care providers in the provision of services. Such cooperation, collaboration, and coordination is cost effective. Community partnerships produce linkages which result in improved services for children and their families.

B. Regional

1. AEA Early Childhood Consultants

There are 15 AEAs in Iowa. They serve as intermediary education service units linking the Department of Education and the 430 public school districts. To coordinate early childhood programs and services prekindergarten through grade three, there is an urgent need for full-time early childhood consultants in each of the AEAs to ensure appropriate programs and practices.

2. AEA Early Childhood Special Education Consultants

Currently, there are early childhood special education consultants and/or supervisors in 14 of the 15 AEAs. The more populated AEAs often have several consultants who primarily consult with the preschool special education programs which are typically operated by local districts. Services should be available to Head Starts and preschools to integrate special needs children into those sites.

3. AEA Regional Councils and Councils for Early Intervention Services

The community partnerships should be expanded through the development of regional councils. These councils would coordinate and improve services for young children and their families. Ongoing early childhood initiatives, which may pave the way for the development of such decision making groups, are priorities of both the Child Development Coordinating Council and the Council for Early Intervention Services. The utilization of such councils would support Iowa's efforts to reduce duplication of service. Representation should link education, maternal and child health services, human services, and other agencies.

4. Resource and Referral Agencies

Resource and Referral Agencies (R & Rs) are currently serving portions of 55 of Iowa's 99 counties. The R & Rs record demographic information and provide information to families about the availability of enrollment slots in licensed child care centers, licensed preschools, and registered family and group day care homes. They provide education and training to child care providers, which includes information on developmentally appropriate curriculum and classroom practices and health and safety standards. Using newsletters and workshops, R & Rs offer a wide variety of services. There is a need for R & R services in every county.

5. County and Area Extension Service

In each of the 99 counties, the extension service provides training and professional development opportunities for private preschool teachers, public school teachers, members of agencies, and caregivers. Numerous resources are available.

6. Network of Child Health Centers and Health Specialty Clinics

A network of 25 child health centers serving all of the 99 counties provides comprehensive primary and preventive health care services for persons from birth to age 21. These centers are funded through the Iowa Department of Public Health. Thirteen regional child health specialty clinics serve children with special health care needs.

C. State of Iowa

1. Early Childhood Advisory Committees

In 1989, the Iowa legislature passed Senate File 223, Section 11 of the Iowa Code. This legislation required the 430 public school districts in Iowa to form local early childhood advisory committees. They were encouraged to survey the local community and required to file a report with the Department of Education. In the report, they were asked to identify the numbers of children in specific types of early childhood programs, the estimated numbers of unserved children, the program types needed, and the barriers to the provision of such programs. Department of Education staff compiled the responses, submitted the report to the State Board of Education, and filed it with the legislature. This information has been used to develop the Iowa Vision for Early Childhood.

*2. Early Childhood Task Force

In 1989, the Iowa legislature mandated the formation of an early childhood task force to consider changes in certification/licensure of early childhood and elementary teachers and of elementary principals. In addition, the task force was charged to consider recommendations for kindergarten through grade three facility standards, class size, and ratios for elementary classes, before/after school-age child care, and holiday and summer child care. The report will be submitted to the State Board of Education and the Iowa legislature.

3. At-Risk Grants

a. *Child Development Coordinating Council:* The Council was given responsibility for grants providing educational support services to families with at-risk children ages birth through three; programs providing comprehensive child development programs to 3- and 4-year-old children; and to programs providing comprehensive child development programs to 3- and 4-year-old children combined with all-day, everyday kindergarten. Numerous educational and support service options for special needs children should be linked to options available to the general population through these grants.

b. *Department of Education:* The Department was given responsibility for grants serving elementary school children in schools with a high proportion of at-risk students. The provision of integrated settings to meet the needs of all children is a component of this grant. The goal is the provision of a continuum of services to children and their families.

*4. Curriculum Committee

In 1989, the Iowa legislature mandated in Senate File 223, now 256.9 of the 1989 Iowa Code Supplement, that the Department of Education establish a curriculum committee to identify developmentally appropriate curriculum model for prekindergarten, kindergarten, and grades one through three.

5. Iowa COMPASS

COMPASS, an information and referral system, is currently a joint project of the Governor's Planning Council for Developmental Disabilities and the Department of Education, Bureau of Special Education. Its goal is the provision of a comprehensive statewide information and referral system for persons with disabilities from birth to death. A statewide system accessed by an 1-800 number will be operational in May 1991. The system will provide information on where and how to obtain services, and will link existing referral services.

*These components will help create a comprehensive early childhood network and are not necessarily ongoing support systems.

6. Accreditation Standards for Schools

New standards for Iowa schools, Iowa Administrative Code, Section 256.11, went into effect July 1, 1989. These state standards are formulated to define the set of programs and services to be provided to all students within the State of Iowa. Two education program standards relate to early childhood programs--prekindergarten and kindergarten. Public schools are required to offer a kindergarten program, but they are not required to offer a prekindergarten program. Cooperative efforts between home and school are to focus on community resources in prekindergarten. Both programs require properly certificated teachers.

7. Interagency Early Intervention System

Public Law 99-457, which amended the Education of the Handicapped Act, was passed in 1986. Part H of this law outlines an interagency structure for the purpose of providing an early intervention system for infants and toddlers with handicaps and their families. The Department of Education serves as the lead agency for the implementation of the legislation; the Department is advised and assisted by the Iowa Council for Early Intervention Services. Regional and local Councils for Early Intervention Services have been established in many sections of the state to assist with the implementation of P.L. 99-457, Part H.

8. Early Childhood Special Education Programs and Services

Federal funds from E.H.A., 94-142, Part B; 99-457, Section 619; and Chapter I Handicapped flow through the Department of Education, Bureau of Special Education, to provide special education instructional and support services for birth through age five. AEAs have the primary responsibility for providing both instructional and support services for the birth through age two population. Local districts are the primary providers of center-based classes for young children in need of special education with the AEAs providing the support services such as consultants, strategists, psychologists, speech pathologists, audiologists, social workers, nurses, etc.

9. Early Childhood Special Education & Early Intervention Technical Assistance Network

A Department of Education Consultant in Early Childhood Special Education coordinates the early childhood special education technical assistance network. This network links with local districts, AEAs, parent groups, and university/college training programs. Technical assistance is provided specific to integration, functional curriculum, social interactions, services for the medically fragile, and other areas as requested. The consultant for Part H services coordinates an interagency technical assistance network, which links representatives from the Department of Education, Department of Health, Department of Human Services, Child Health Speciality Clinics, and the AEAs.

10. Early Childhood General Education Technical Assistance Network

Two Department of Education Consultants in Early Childhood coordinate the early childhood general education technical assistance network. As of fall, 1990, this network links personnel from local districts with the AEA general education early childhood consultants, coordinating general education activities prekindergarten through grade three and working with the at-risk programs. Linkages for technical assistance also occur as a result of the composition of the Child Development Coordinating Council which includes representatives from the Departments of Public Health, Human Services, Education, Human Rights, the three Regents institutions, AEA, and Head Start.

11. Institutions of Higher Education

In 18 of Iowa's colleges and universities a baccalaureate degree in education with an early childhood endorsement is offered; three of these institutions offer an early childhood special education program. Some area colleges offer an associate of arts degree in child development. Education, research, outreach, and expertise related to early childhood are available through these institutions. The Regents' Center for Developmental Education is located at the University of Northern Iowa and serves as a model for early childhood education programs to meet the needs of at-risk children.

12. Maternal Child Health Advisory Committees

The focus of Maternal Child Health Advisory Committees is to advocate for health and nutrition services for women and children; assist in the development of the Maternal Child Health and Women, Infant and Children (WIC) State Plan; encourage public support of the maternal child health, Child Health Speciality Clinics, and WIC programs; and develop special service projects and conferences regarding health services for women and children, and those with special health needs.

13. Commission on Children, Youth and Families

The mandate of the Commission is to advocate for the needs of children and their families.

14. Policy Academy for Children and Families At-Risk

The Policy Academy for Children and Families At-Risk is a committee with representation of a number of professionals from public agencies who are involved in planning services for children and families.

III. EARLY CHILDHOOD RECOMMENDATIONS: Present to 1995

1. Establish a process for developing recommendations for the Department of Education Iowa Vision for Early Childhood. This vision will encompass child- and family-centered support, local and district support, and a state policy support system. Target Date--Annually, 1990-95.

*2. Continue funding for grant programs serving the at-risk population from birth through age 8. Target Date--Annually, 1990-95.

3. Continue funding special education early childhood programs and services. Target date--Annually, 1990-95.

*4. Study existing entities providing technical assistance to early childhood programs. Target Date--Annually, January 1990-95.

*5. Determine the needs of children birth through age eight years in Iowa on an annual basis using information from local early childhood advisory committees. Target Date--Annually, January, 1990-95.

6. Encourage the continuation of the Local Early Childhood Advisory Committees activities. Target Date--July 1, 1990.

*7. Develop a statewide technical assistance support network to assist teachers and administrators in creating developmentally appropriate programs in prekindergarten through grade 3 by hiring AEA Early Childhood Consultants. Target Date--September 1, 1990.

8. Conduct a longitudinal study of the Iowa at-risk programs. Target Date--Annually, 1991-95.

   a. Seek funding to study the effects of 4-year demonstration at-risk grants in Iowa.
   b. Link each kindergarten through grade 3 at-risk program with a college/university to conduct research and evaluation.

*9. Develop and adopt licensure recommendations for early childhood teachers, elementary teachers, and elementary principals. Target Date--July 1, 1991.

*10. Develop recommendations for early childhood facility standards, maximum class size, and staff ratio guidelines for kindergarten through third grade, holiday and summer child care, and school-age child care. Target Date--July 1, 1991.

*Early Childhood Initiatives Legislated in Iowa

11. Fund 15 full-time AEA early childhood general education consultants. Target Date--September 1, 1991.

12. Seek federal funding to hire a state coordinator of Head Start, housed in the Department of Education, who would coordinate collaboration activities across local, regional, state agencies, public schools, and Head Start programs. Target Date--February, 1992.

*13. Study the feasibility of creating consistent state agency requirements for early childhood programs in the Departments of Education, Human Services, and other state agencies. Target Date--July 1, 1992.

*14. Write a developmentally appropriate curriculum model for prekindergarten and full day, everyday kindergarten through grade three programs. Target Date--January, 1993.

15. Fund parent education and support programs for school districts with an identified need, such as teen parents. Target Date--July 1, 1993.

16. Fund before and after school child care programs for all school districts with an identified local need and program plan. Target Date--July 1, 1993.

17. Establish a requirement for kindergarten programs to meet daily. Target Date--July 1, 1993.

18. Study the feasibility of establishing or utilizing currently existing regional child development councils to address the coordination of special and regular education programs. Target Date--July 1, 1994.

19. Establish optional funding for prekindergarten 4-year-old children in the public school. Target Date--July 1, 1994.

20. Expand Iowa COMPASS statewide. Target Date--July 1, 1995.

21. Establish a Resource and Referral Agency statewide network fully serving all counties through collaboration with the Department of Human Services, Department of Human Rights, and the Department of Health. Target Date--July 1, 1995.

22. Create state plans for families with children impacted by being crack- or alcohol-addicted, homeless, physically abusive, or incarcerated. Target Date--July 1, 1995.

23. Create a public school state staff development plan identifying the fiscal and human resources within Iowa to assist with the task of improving the skills of service providers and ultimately raising the quality of care and education available for young children. Target Date--July 1, 1995.

24. Create a state wide plan to address preventive and primary child health services including representation from the Department of Public Health, Department of Human Services, Department of Education, and others. Target Date--July 1, 1995.

*Early Childhood Initiatives Legislated in Iowa

IV. Funding Plan: Present to 1995

All kindergarten students enrolled in public school programs are counted as 1.0 enrollment factor for the purpose of generating financial support of the program. Prekindergarten students enrolled in public school programs do not currently receive any funding.

1. July 1, 1990

   Department of Education awarded $3 million to serve kindergarten through third grade in buildings with a high percentage of at-risk. $275,000 to Department to fund 5 full-time AEA early childhood consultant positions which includes expenses for support staff, furniture and equipment, office supplies, printing, telephone, travel, staff development, and training.

   The Child Development Coordinating Council awarded $1.3 million to serve at-risk children ages 3-5 in public schools combining child development programs with full day, everyday kindergarten; awarded $2 million to serve at-risk children ages 3-4 in comprehensive child development programs which will be added to $1.2 million funding for programs begun in 1989, awarded $500,000 to provide support services to parents of at-risk birth through three-year-old children.

2. July 1, 1991

   Continuation of $3,000,000, plus an additional $1 million to Department of Education for at-risk grants to serve kindergarten through third grade in buildings with a high percentage of at-risk; new grants would be capped at $200,000. Continuation of $275,000 for 5 full-time AEA early childhood consultants, plus establish an additional $550,000 to 15 full-time AEA early childhood general education consultant positions which includes expenses for support staff, furniture and equipment, office supplies, printing, telephone, travel, staff development, and training.

   Continuation of $5,000,000 for programs funded in 1989 and an additional $1.125 million in 1990 serving an at-risk population to the Child Development Coordinating Council for At-Risk Grants (B-3, 3-4, 3-5).

   Support a collaborative network of assistance and resources utilizing the Departments of Education, Public Health, Human Services, and Child Health Speciality Clinics to assure preventive and primary child health services for early childhood programs.

   Department of Education request funding for additional programs in 1991-92 for $2.5 million by January 15, 1991, based on proposals submitted with requests of $27 million for 1990 grants.

3. July 1, 1992

   Continuation of $4,000,000 to Department of Education for established at-risk kindergarten-third grade grants. Continuation of $825,000 for 15 full-time AEA early childhood consultant positions.

   Department of Education requests $9 million for public schools to begin either a school-age child care program **or** parent education program (900 public elementary school buildings in Iowa @ $10,000 per building).

   a. By spring, 1992, public schools by elementary building will identify their choice of school-age child care or parent education and support program. Public schools shall be able to contract with local nonprofit providers for the parent education program or the school-age child care program.

   b. Moneys shall be available for a 2-year period and shall not revert, allowing two years to select one of the two options. A maximum of $10,000 per building is available during the two-year period. Funding from individual buildings may be combined within the district or community.

c. Public school buildings which already have both options can access funding by justifying their request to expand or improve one of their existing programs.

Continuation of $6,125,000 and any expansion moneys provided to Child Development Coordinating Council for At-Risk Grants (B-3, 3-4, 3-5).

4. July 1, 1993

Continuation of $4,000,000 to Department of Education for at-risk kindergarten-third grade grants. Continuation of $825,000 for 15 full-time AEA early childhood consultant positions.

Department of Education continues two-year request for the remainder of the $9 million to public schools for either a school-age child care program **or** parent education program (900 public elementary school buildings in Iowa @ $10,000 per building).

Continuation of $6,125,000 and any expansion moneys provided to Child Development Coordinating Council for At-Risk Grants (B-3, 3-4, 3-5).

All public school districts shall be required to provide a full day, everyday kindergarten program or 1/2 day, everyday kindergarten program.

5. July 1, 1994

Discontinue grants of $4,000,000 to Department of Education for at-risk kindergarten-third grade grants; local districts have the ability to apply for allowable growth moneys.

Continuation of $825,000 to Department of Education for 15 full-time AEA early childhood consultant positions.

Continuation of $6,125,000 to Child Development Coordinating Council for At-Risk Grants (B-3 and 3-4). Since public schools would be required in 1993-94 to have either full day, everyday kindergarten or one half day everyday kindergarten, grants serving 3- through 5-year-old children would be discontinued.

$72 million to public schools to begin local district optional program to serve 4-year-old children (40,000 children @ $1,800 per child to provide minimum of one-half day program).

a. Four-year-olds enrolled in public school programs shall be eligible to be counted as .5 enrollment factor for the purpose of generating financial support of the program, if they are enrolled in a program meeting a minimum of 4 days for a minimum of 1/2 of a school day. There would be no change in the Iowa age enrollment mandate. Kindergarten children not served in an all-day, everyday program may be enrolled in the 1/2 day prekindergarten program for 4-year-old children, providing a minimum of 1/2 of the class members were four-years-old and the class size meets state requirements to be proposed by the Early Childhood Task Force by January, 1991. If there are limited slots to serve the kindergarten children in a half-day prekindergarten program, priority shall be given to those considered to be at-risk. No additional funds would be provided for 5-year-olds.

b. Public schools shall be able to contract with local nonprofit licensed providers for the prekindergarten program, which does not have to be housed on the school site.

c. Currently funded at-risk programs that demonstrate and document need can access continued grant funding. At-risk grant programs may serve 4-year-old children, one half of the day in public school and the other one-half day in the at-risk grant program.

Continuation of $825,000 for AEA Consultants.

Continuation of $6,125,000 and any expansion moneys provided to Child Development Coordinating Council for At-Risk Grants (B-3 and 3-4).

CHART FOR FIVE-YEAR EARLY CHILDHOOD PLAN

	1990-1991		1991-1992		1992-1993		1993-1994		1994-1995	
	Requirements	Funding	Requirements	Funding	Requirements	Funding	Requirements	Funding	Requirements	Funding
Kindergarten (5-Year-Olds)	• Schools must offer • No required length of day • Currently 11 program varieties	Full per pupil	• Schools must offer • No required length of day • Currently 11 program varieties	Full per pupil	• Schools must offer • No required length of day • Currently 11 program varieties	Full per pupil	• Dists. must offer every day programs • May be full day or half day • Waivers given for hardship	Full per pupil No new monies	• Dists. must offer every day programs • May be full day or half day • Waivers given for hardship	Full per pupil
Pre-Kindergarten (4-Year-Olds)	None	None	None	None	None	None	None	None	• Provide state funding for 4-year-olds served by public schools • Schools choice to provide program	Per pupil in formula .5 • $1,800
Parent Education	None	None	None	None	• One time start up dollars available for districts • Must choose between Parent Education and Before and After Child Care	$10,000 per building for one or to use between two programs	• Optional • Dollars available only this year and last	Total $9 million available for two years only	Optional	None
Before and After Child Care	District may offer prekindergarten-6	None	None	None	• Dollars available only this and next year • One time funding	One time funding			Optional	None
AEA Early Childhood Specialists	5 staff positions	$275,000	15 staff positions	$825,000	15	$825,000	15	$825,000	15	$825,000
Grants				$2,500,000 requested for all 4 programs						
A. K-3	• Continue	$3,000,000	• Expand grants for one year	$4,000,000	• Continue for two years	$4,000,000 + ?	• Continue grants 1 year	$4,000,000 + ?	• Discontinue K-3 grants	• Request allowable growth at-risk
B. 3-4	• Continue	$3,200,000 1/91-$600,000	• Expand grants for one year		• Continue	$6,125,000 + ?	• Continue	• 6,125,000	• Continue 4-year-old at-risk grants (private/public)	• ?
C. 3-4-5	• Continue	$1,300,000	• Expand	$6,125,000	• Continue	•	• Continue	•	• Discontinue	• None
D. 0-3	• Continue	$ 500,000	• Expand		• Continue	•	• Continue	•	• Continue	• ?
TOTAL NEW MONEY REQUESTED			$5,550,000		$9,000,000				$72,000,000	

V. HISTORY OF EARLY CHILDHOOD IN IOWA

Department of Education Early Childhood Staff and Initiatives--1970 to Present

The State Board of Public Instruction (now Education) identified 11 major educational needs during the period of 1970-75, known as the Eleven Imperatives. The first imperative stated, "Strong programs of education and service for children of prekindergarten and early childhood age." Seven of the other imperatives are related to comprehensive early childhood programming: education for children and adults requiring special kinds of instruction; strong program of teacher education with emphasis on work with disadvantaged and handicapped; equal opportunity for all; development of a statewide system of Regional Educational Service Agencies; procedures for assessing and measuring the effectiveness of education programs at the local, state, and regional levels; study and improvement of the financing of education from preschool through community college; and expanded programs of educational research and evaluation.

In 1971, a Title I Early Childhood Consultant was hired at the Department of Education. A Special Education Early Childhood Consultant was hired in 1975. In April 1989, a general education Early Childhood Consultant was hired by using Child Development Coordinating Council administrative moneys for 25 percent of the position, coupled with 75 percent of a position vacated in the Bureau of Instruction and Curriculum. A second general education Early Childhood Consultant was hired in August, 1989, using $50,000 designated in Chapter 319, Section 11 of 1989 Iowa Acts.

Area Education Agency Early Childhood Special Education Consultants--1975 to Present

With the passage of Chapter 281 of the Iowa Code mandating special education instructional and support services for handicapped children from birth, a network of early childhood special education consultants (ECSE) and supervisors were hired at the AEA level. Programs serving handicapped children through home intervention and center-based options were established. The early childhood special education and early intervention services have remained a Department of Education priority for funding. Numerous support positions are available in Iowa to serve children from birth who have special needs. Federally funded support positions include supervisors, consultants, home instruction teachers, least restrictive environment and transitional facilitators, strategists, social workers, psychologists, speech pathologists, audiologists, occupational therapists, and physical therapists. In 1990, the Early Intervention and the ECSE systems serve 6,000 children in need of special education or related services.

Education Reform--1980s

In the 1980s, increasing attention in Iowa was directed to changes and reforms in public education. Many of the proposed reforms have directly or indirectly impacted the field of early childhood. The Iowa General Assembly passed numerous educational bills in 1985, including Senate File 78, which is Section 257.10 of the Iowa Code. It was amended by the addition of Subsection 16, which identified a "five-year plan for the achievement of common and significant educational goals in Iowa." In June, 1986, the State Board of Education officially adopted a statement titled "Renewing the Commitment: A Plan for Quality Education in Iowa" which highlighted implementation activities for seven goals.

Prekindergarten/Kindergarten Task Force--1986-87

The third activity of the second goal from the "Renewing the Commitment" was the establishment of a Prekindergarten/Kindergarten Task Force. Such a task force was created in September 1986 and completed its recommendations regarding developmentally appropriate practices related to prekindergarten and kindergarten programs October, 1987.

Welfare Reform and Iowa Legislation--1986-90

In March, 1986, Governor Terry E. Branstad established the Welfare Reform Council to examine how Iowa could better deliver services to Iowa families receiving public assistance. Members of the Council include the Directors of the Departments of Human Services, Education, Economic Development, Human Rights, Employment Services, and Management. Of critical concern to the Council and its Welfare Reform Work Group is the provision of quality child care which is affordable and accessible. In the fall of 1987, the Iowa General Assembly was awarded a technical assistance grant from the National Conference of State Legislatures and the Carnegie Foundation relating to child care and early childhood education in the context of welfare reform. The grant was used to bring early childhood experts to Iowa to present information to a legislative study committee on at-risk, the long-term effects of early childhood programs, characteristics of quality early childhood programs, and model programs.

In 1987 and 1988, the Iowa Business Council supported welfare reform in Iowa as a sound investment in the future and provided broad support for legislative action. This and other support led to passage of several important pieces of legislation, e.g., creation of the Child Development Coordinating Council, funding for early childhood at-risk grants, creation of the Regents' Center for Early Development Education, change in the school finance formula, and the establishment of local early childhood advisory committees. To continue work on policy and advocacy at the state and national level, a Child and Family Policy Center was created by a legislator who played a key role in welfare reform legislation in Iowa, Senator Charlie Bruner from Ames.

Educational Standards--1987-89

Not having had major revisions to the Iowa educational standards since the 1950s, the Department of Education in 1987 proposed new educational standards for Iowa schools. Two of the proposed standards related to early childhood:

1. By July 1, 1992, all Iowa schools would offer a prekindergarten program.
2. By July 1, 1992, all kindergarten programs would meet full-day, everyday.

The State Board of Education dropped the prekindergarten standard Spring 1988 due to economic constraints and dropped the kindergarten standard in 1989.

Child Development Coordinating Council--1988 to Present

In the 1988 legislative session, Senate File 2192, Section 256A.2 of the 1989 Iowa Code, was passed. This legislation established the Child Development Coordinating Council, a nine-member interagency Council, with responsibility for creating comprehensive child development programs serving at-risk 3- and 4-year-old children at a funded level of $1.2 million. Twenty-four programs in public schools, community action agencies, and licensed child care centers and preschools were funded in calendar year 1989; twenty-two programs received continued funding in calendar year 1990. In 1990, the Council funded nine agencies to provide support services to parents of at-risk infants and toddlers birth through age three; twenty-nine agencies to provide a comprehensive child development program serving at-risk 3- and 4-year-old children; and thirteen public schools to combine a comprehensive child development program with full-day, everyday kindergarten serving 3-, 4-, and 5-year-old children.

Regents' Center for Early Developmental Education--1988

The Regents Center for Early Developmental Education was created at the University of Northern Iowa by legislative action in 1988 to serve as a model for early childhood education programs to meet the needs of at-risk children. In 1989, funding was appropriated to the Center.

Early Childhood Proposal--1989

After dropping the prekindergarten standards in 1988, the State Board dropped the kindergarten educational standard in 1989 and adopted an early childhood proposal presented by the Department of Education. The Department recommendations were as follows:

1. Continue and expand the work of the Child Development Coordinating Council.

2. Beginning with the 1991-92 school year, those districts submitting an approved plan for serving 4- or 5-year-old at-risk students would be eligible to receive special funding. Three basic program types would be allowed at a funding level of $500 for each projected local district 4-year-old:

    a. Preschool--at least half day educational programming for 4-year-old children.
    b. Full day kindergarten--meeting a minimum of 4 and 1/2 hours daily.
    c. Innovative, combination programming for 3-, 4-, and 5-year-old students serving at-risk students.

3. A statewide network to provide the technical support should be established in 1989-90 to assist school districts in implementing these procedures.

The above proposal was not implemented, but laid the foundation for subsequent grants funded by the Iowa legislature serving at-risk young children and their families.

Iowa Department of Education Early Childhood Position Statement--1989

In response to a need, Department of Education staff developed the "Position Statement Concerning Early Childhood Education Prekindergarten Through Third Grade." The State Board of Education adopted this statement at its May 1989 meeting. (See Appendix B.)

Changes to School Finance Formula--1989

The legislature, not having revised the school finance formula since the early 1970s, changed the formula during the 1989 legislative session by passing House File 535, Section 257 of the 1989 Iowa Code. With this change in the formula, $8.7 million was allocated to provide programs serving the at-risk population: educational support programs for parents of at-risk children birth through age three; child development programs serving at-risk 3- and 4-year-old children; public school child development programs combined with full day, everyday kindergarten serving at-risk 3-, 4-, and 5-year-old children; and innovative programs for at-risk early elementary students.

Area Education Agency Early Childhood Consultants--1990

When the school finance formula was revised by the legislature in 1989, $275,000 was designated for the fifteen AEAs to hire a total of five full-time early childhood consultants. Several AEAs used this money to fund a partial position in their agency.

Local Early Childhood Advisory Committee Reports--1990

Reports from the local 1989-90 Early Childhood Advisory Committees were received, summarized, and presented to the October, 1990, State Board of Education meeting. After receipt of the reports, continued operation of the local committees was urged by the Department of Education. The development of a five-year plan for early childhood in Iowa was significantly influenced by these reports.

Early Childhood Task Force--1990

In 1989, the Iowa legislature mandated the formation of an early childhood task force to consider changes in certification/licensure of early childhood and elementary teachers and of elementary principals. In addition, the task force was charged to consider recommendations for kindergarten through grade three facility standards, class size, and ratios for elementary classes, before/after school-age child care, and holiday and summer child care. The Prekindergarten/Kindergarten Task Force formed the basis for this committee with additional representatives added from school child care program, before and after school-age child care program, human service representatives, State Child Care Advisory Committee, at-risk preschool teacher, and teachers of grades 1 - 3. The Task Force met monthly during 1990.